

# The Bridge

ISSUE  
**08**  
October  
2013

A monthly newsletter for educators from the  
New Jersey Department of Education



## In this Issue

In this Issue/Strategic Deployment Plan	P. 1
Common Core Historical Timeline	P. 2 - 3
Strategic Deployment Plan	P. 4
Hungry Kids Can't Learn	P. 5 - 6
News, Upcoming Events & Professional Development Opportunities	P. 7 - 8

## Strategic Deployment Plan – Common Core State Standards

**I**t's October already and the temperature is starting to drop. Students are settling into the routine of school once again. Common Core State Standards (CCSS) are being implemented in your classrooms, but did you ever wonder how they came about? This edition of The Bridge provides a rationale and historical timeline surrounding the development of the Common Core State Standards. It also describes the strategic deployment plan the NJDOE has undertaken to assist districts and schools with the transition and implementation of the CCSS. Read more about it in this edition of The Bridge.

As always, don't forget to check out the News, Upcoming Events and Professional Development Opportunities.

The adoption of the Common Core State Standards (CCSS) by 45 states and the District of Columbia is a profound opportunity to improve student learning in New Jersey, and throughout the nation. The new standards:

- are internationally benchmarked,
- aligned to readiness for college or career,
- establish a greater focus on fundamental skills, and
- set higher expectations for what it means to demonstrate proficiency in those skills.

These "common" standards replace a vast patchwork of state standards, thus creating greater transparency for teachers, parents and students, and laying the groundwork for greater collaboration and innovation by our educators.

The CCSS have also been designed to allow states and educators to utilize their own best practices with regard to implementation. They provide the

necessary foundation for local decisions around curriculum and instruction. The standards have begun to promote the development of a new kind of education community where educators and administrators can share their curricula and lesson plans, and draw from the experiences of their peers as they navigate the learning progressions.

The new standards increase the opportunity for learning for ALL children, and will help to address achievement gaps between our disadvantaged and non-disadvantaged children, as well as between our highest achieving students and those with whom they compete around the world. The CCSS are different from previous standards and require adjustments in curriculum, instruction and assessment. As such, they also require adjustments in how teachers teach, how principals lead, and how students learn and demonstrate their understanding.

*(continued on p. 4)*

# Common Core Historical Timeline

## Rationale for the Common Core State Standards (CCSS)

According to the National Governors Association (NGA) (<http://www.nga.org>) (2011):

- The United States economy has undergone a dramatic shift in recent decades. The shift to a knowledge-based economy, coupled with rapid globalization has resulted in a greater demand for a more educated, skilled workforce.
- In the coming decade, the share of U.S. jobs requiring some level of postsecondary education is expected to grow to 63 percent.
- By 2018, it is expected that the United States will need 22 million new college degrees and at least 4.7 million new workers with postsecondary certificates but will produce 3 million fewer degrees than needed.

Moreover, the NGA (2011) also reported that there is evidence to suggest that significant portions of the student population in the U.S. are insufficiently prepared for postsecondary education, at a great cost to states.



- 2009 National Assessment of Educational Progress (NAEP) data indicate that just 38 percent of U.S. 12th graders performed at or above proficiency in reading and only 26 percent performed at or above proficient in math.
- Data from international academic assessments further indicate that students in the United States are falling behind their peers in other developed nations. On the Programme for International Student Assessment (PISA), 15-year-olds in the United States ranked 17th in reading and 31st in mathematics. The United States' highest achieving students are falling behind the highest achievers in other developed countries.

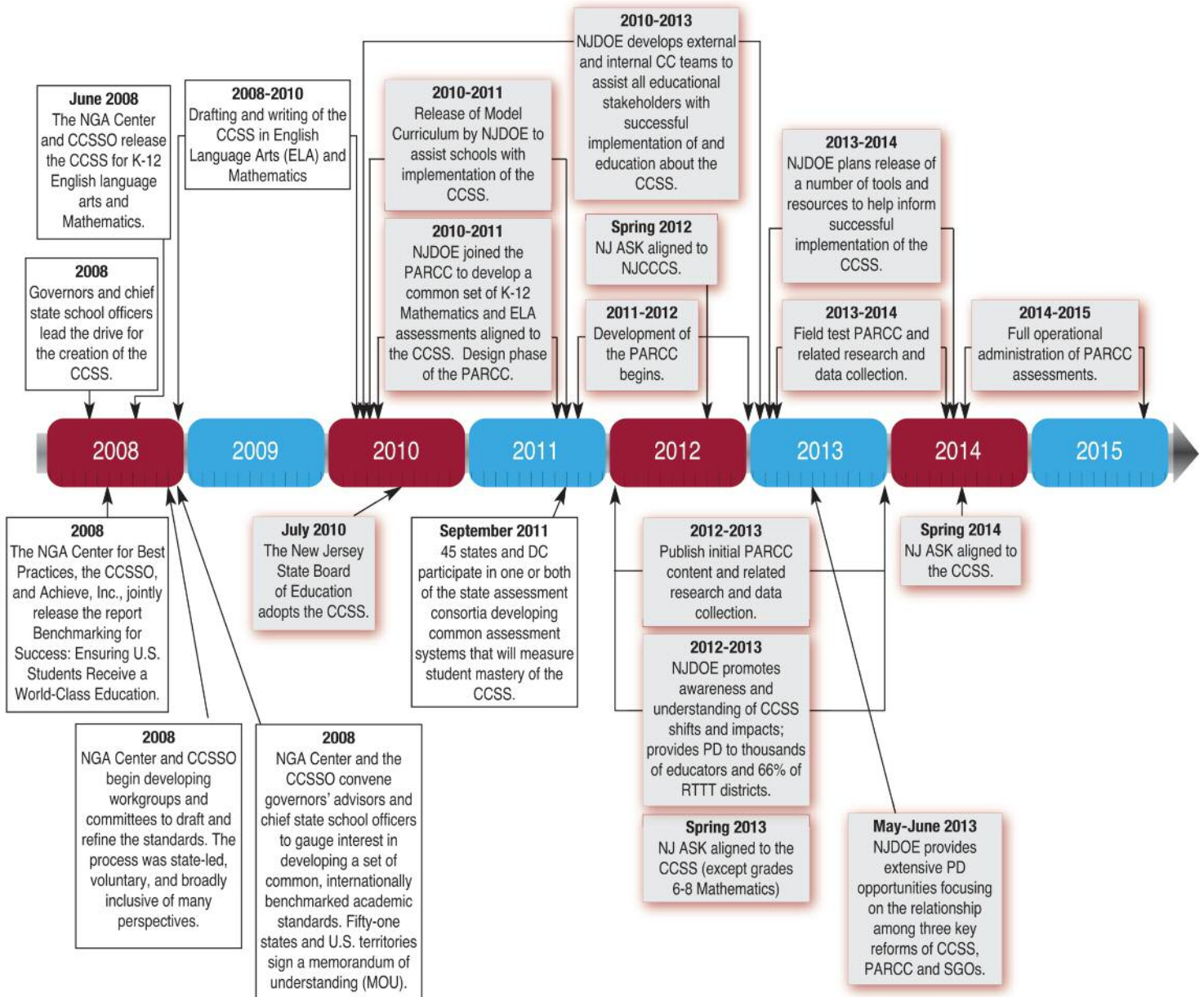
## Timeline of the Development and Implementation of the Common Core State Standards (CCSS) in English Language Arts and Mathematics and PARCC

- **2008:** Governors and chief state school officers lead the drive for the creation of the CCSS.
- **2008:** The National Governors Association Center for Best Practices (NGA Center), the Council of Chief State School Officers (CCSSO), and Achieve, Inc., jointly release the report Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education.
- **2008:** NGA Center and the CCSSO convene governors' advisors and chief state school officers to gauge interest in developing a set of common, internationally benchmarked academic standards. Fifty-one states and U.S. territories sign a memorandum of understanding (MOU).
- **2008:** NGA Center and CCSSO begin developing workgroups and committees to draft and refine the standards. The process was state-led, voluntary, and broadly inclusive of many perspectives.
- **2008-2010:** Drafting and writing of the CCSS in English Language Arts (ELA) and Mathematics
- **June 2010:** The NGA Center and CCSSO release the CCSS for K-12 English language arts and Mathematics.
- **July 2010:** The New Jersey State Board of Education adopts the CCSS.
- **2010-2013:** NJDOE develops external and internal CC teams to assist all educational stakeholders with successful implementation of and education about the CCSS.
- **2010-2011:** Release of Model Curriculum by NJDOE to assist schools with implementation of the CCSS.
- **2010-2011:** NJDOE joined the PARCC to develop a common set of K-12 Mathematics and ELA assessments aligned to the CCSS. Design phase of the PARCC.
- **September 2011:** 45 states and DC participate in one or both of the state assessment consortia developing common assessment systems that will measure student mastery of the CCSS.
- **2011-2012:** Development of the PARCC begins.
- **Spring 2012:** NJ ASK aligned to NJCCCS.
- **2012-2013:** Publish initial PARCC content and related research and data collection.
- **2012-2013:** NJDOE promotes awareness and understanding of CCSS shifts and impacts; provides PD to thousands of educators and 66% of RTTT districts.



## Timeline of the Development and Implementation of the Common Core State Standards (CCSS) in English Language Arts and Mathematics and PARCC

- **Spring 2013:** NJ ASK aligned to the CCSS (except grades 6–8 Mathematics)
- **May–June 2013:** NJDOE provides extensive PD opportunities focusing on the relationship among three key reforms of CCSS, PARCC and SGOs.
- **2013–2014:** Field test PARCC and related research and data collection.
- **2013–2014:** NJDOE plans release of a number of tools and resources to help inform successful implementation of the CCSS.
- **Spring 2014:** NJ ASK aligned to the CCSS.
- **2014–2015:** Full operational administration of PARCC assessments.



**CCSS** – Common Core State Standards  
**ELA** – English Language Arts  
**NGA** – National Governors Association  
**NJDOE** – New Jersey Department of Education  
**RTTT** – Race to the Top

**CCSSO** – Council of Chief State School Officers  
**MOU** – Memorandum of Understanding  
**NJCCCS** – New Jersey Core Curriculum Content Standards  
**PARCC** – Partnership for the Assessment of Readiness for College and Careers

# Strategic Deployment Plan – Common Core State Standards *(continued from p. 1)*



While New Jersey's standards were better than most states, they too lacked the level of rigor and coherence with international norms that the CCSS bring to our schools. Consequently, New Jersey elected to adopt the CCSS in 2010. To date, the 45 states, and the District of Columbia, that have adopted the CCSS are in varying stages of implementation. New Jersey has developed a three-tiered approach to enhancing and accelerating implementation.

- **Awareness:** Ensure that key stakeholders are aware of the major shifts in the content and skills students are expected to know and be able to demonstrate in each grade.
- **Capacity:** Help leaders and teachers in the education system develop the capacity to deliver and monitor quality instruction consistent with the key shifts in the standards. This includes the ability to align curriculum, instruction, and teaching and learning resources required to meet the cognitive demand associated with these more rigorous standards.
- **Resources:** Identify, curate and make available Common Core aligned instructional resources via an open website. Initially, resources will focus on Mathematics and English Language Arts and will include guidance documents on commonly used materials for educators.

The New Jersey Department of Education (NJDOE) has completed a significant amount of work towards successful implementation of the CCSS in the state. Both divisions within the NJDOE and a collaborative team of external partners will work together to ensure coherence of efforts related to the transition to the CCSS. The Department is working with leaders in education and business from around the state and the nation to prepare New Jersey's schools and students to meet the challenges associated with the CCSS.

Over the coming months, NJDOE will focus heavily on building the capacity of New Jersey's teachers and leaders to deliver instruction with fidelity to the CCSS; identifying resources that are aligned to CCSS expectations; and comprehending how to assess students in ways that evoke and measure deep understanding of learning objectives.

To date we have:

- Conducted more than 500 trainings, reaching 10,000 educators just in the past several months
- Created CCSS Implementation Teams to serve as conduits for communication between the DOE and each stakeholder group. Resources are targeted and distributed monthly
- Developed a website that will be used to house all CCSS resources including more than 1000 resources for ELA and 1000 resources for Math that are linked to the standards – including ability for educators to upload their own materials
- Posted a K-12 Model Curriculum for ELA and Math that includes formative unit assessments for each six-week unit, including scaffolds for ELL students
- Posted model curricula and formative assessments for Health and PE, World Language, Social Studies and Visual and Performing Arts

Even with all of the steps completed above, much remains to be done in order to ensure full implementation of the CCSS. The NJDOE is currently re-doubling its efforts to align and coordinate the work across all departments through the use of a new master work-plan that views Common Core implementation as an exercise in systemic change management. This master work-plan will guide, coordinate and monitor the deliverables across departments and across the state. This structured approach will ensure the efficient deployment of available resources and also track the effectiveness of the efforts.

The CCSS is the most significant step toward improving the educational outcomes for our students to date. These standards have been thoughtfully designed to ensure that students will graduate from high school with the skills and core academic knowledge necessary for post-secondary success, be it in the workplace, an institution of higher education, or in life. Our aspiration is that all stakeholders will have a clear understanding of changes necessitated by the Common Core, and educators will also be able to identify the changes in curricula, instruction, assessment and resources necessary to facilitate students' mastery of the standards in each grade and subject area.



# HUNGRY KIDS CAN'T LEARN



Eating a nutritious breakfast each morning starts the day off in the right direction. It provides children with the energy to learn which has been shown to improve academic achievement and behavior. Even so, many children come to school without eating a healthy meal. This is particularly prevalent in teenagers, and includes children from all economic backgrounds.. Although New Jersey schools have been participating in the Breakfast in the Classroom program, our schools still rank among the lowest in the country. Every child deserves to have a hearty breakfast before attending a long day at school, and we can do more to raise participation.

The problem is that most New Jersey school districts serve breakfast before school starts, when most children have not yet arrived. This method, while easier for the school districts, often fails to reach hungry kids.

## The “Breakfast after the Bell” Model

Between 2010-2012, New Jersey saw an increase of over 25,000 children from low-income families participating in the school breakfast program. This translates to over 5 million more meals being served over the course of the school year. This was accomplished by having more schools serve breakfast in the first few minutes of the school day after the bell, instead of the traditional method of serving breakfast before school began. Known as “breakfast after the bell,” this model significantly increases participation rates, improving both student achievement and health.

Although this model has proven to increase improvement, we often hear from district officials that they are not sure how to implement breakfast in the classroom. Three common concerns are:

- cost
- clean up
- lost instructional time

Districts with high concentrations of eligible children are usually able to cover the cost of providing breakfast to more students since federal meal reimbursements increased. In December 2010, President Obama signed the Child Nutrition and WIC Reauthorization Act. It authorizes funding for federal school meals, including breakfast, and increases access to healthy food for low-income children. Some districts worry that serving breakfast in the classroom will cause sanitary issues, but breakfast products usually come in a bag or box, providing nutritious meals that are easy to serve and clean up. This is also a way to give younger students the opportunity to learn responsibility while providing a healthy breakfast. Districts can avoid losing instructional time by serving breakfast during morning activities such as morning announcements, attendance and individual or out-loud reading time.



## “Grab and Go” and “Second Chance” Breakfast

Different models exist besides “breakfast after the bell” to serve breakfast after school has started to reach more hungry children. District officials should explore which option works best for their district.

Two other commonly used methods that increase student

participation are “grab and go breakfast” and “second chance breakfast.”

“Grab and go breakfasts” are carts stationed at the entrance of the school or other high traffic areas. Children “grab” a meal and “go” to their first period class. This model is often used in middle and high schools. The “second chance breakfast” is for the children who may not be hungry when they first arrive to school. This model serves breakfast after first period and allows students to eat when they’re hungry. Students are offered meals usually grab and go style, either between classes or during a “nutrition break” that occurs later in the morning.

## Results

**Districts that served breakfast have reported that students who have satisfied their nutritional needs:**

- are better behaved at school
- have longer attention spans
- have fewer trips to the school nurse
- have reduced tardiness
- have increased attendance, and
- are more interested in the educational program.

Schools are starting to realize that barriers to serving breakfast after the bell can be easily overcome. As poverty grows, this is one of the most effective ways to battle childhood hunger.



## How You Can Help

Ways teachers can help:

- Speak to your school principal about piloting a breakfast program in the classroom after the bell.
- Think of creative ways to incorporate school breakfast into your curriculum. School breakfast is a great way to teach children about nutrition and health!
- Encourage all parents to fill out the school meals application at the beginning of the school year.
- Work with the New Jersey Anti-Hunger Coalition (NJAHC) and the Dairy Council to get breakfast start up funding and technical assistance so that your school can lead the way in providing breakfast to students in your district.

For additional information or helpful hints, visit <http://www.acnj.org/main.asp?uri=1003&di=2234>.

## News, Upcoming Events & Professional Development Opportunities



Be sure to check the online upcoming [events calendar](http://education.state.nj.us/events/) (<http://education.state.nj.us/events/>) for opportunities available throughout the year.

**STUDENT LOAN FORGIVENESS** – Did you know that as an educator, you might be eligible for loan forgiveness or cancellation? Here are 3 steps to follow to see if you qualify for the Federal Teacher Loan Forgiveness or Cancellation Program:

1. Determine if you are a highly qualified teacher with federal student loans who has taught for 5 consecutive years in an eligible school. Your school is eligible if it:
  - Is an Elementary or Secondary school
  - Is located in a Title I eligible district
  - Has a student population of 30% or more eligible for Free & Reduced Price Lunch
2. If you are eligible per Step 1, go to the Department's [Loan Forgiveness Website](#) to see the complete list of requirements.
3. Complete an application and submit it to your loan provider (instructions found on our [Loan Forgiveness and Cancellation Summary Sheet](#)).

For more information, please email [loans@doe.state.nj.us](mailto:loans@doe.state.nj.us).

**NEW JERSEY FUTURE EDUCATORS ASSOCIATION (NJFEA)** – The NJFEA serves high school and middle school students who are interested in exploring and pursuing future careers as teachers. These students participate in leadership programs including state conferences and service projects to prepare for career opportunities in teaching. Learn more about sponsoring a local NJFEA chapter by visiting <http://www.futureeducators.org/join/join.htm>.

### October 2013 – Updated

**September – November 2013 – STUDENTS CHANGE HUNGER** – The New Jersey Federation of Food Banks is conducting its second annual Students Change Hunger campaign. [Endorsed by the Governor's Office](#), Students Change Hunger is a friendly food drive competition among schools throughout the state. Last year 149 schools participated, with more than 137,000 pounds of food collected. The campaign runs from September 16th through November 22nd. Please forward this to key staff who could facilitate participation in this fall's competition. Registration can be done online [here](#).

**October 7-11, 2013 – WEEK OF RESPECT** – *The Anti-Bullying Bill of Rights Act* (P.L.2010, c.122) requires that school districts annually observe a "Week of Respect" beginning with the first Monday in October. School districts and charter schools are required to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying. A guidance memorandum on the "Week of Respect" that includes resources to facilitate local planning can be found on the New Jersey Department of Education's (NJDOE) website at <http://www.state.nj.us/education/students/safety/behavior/violence.shtml>.

**October 9, 2013 – INTERNATIONAL WALK TO SCHOOL MONTH AND WALK TO SCHOOL DAY** – International Walk to School Month gives children, parents, school teachers and community leaders an opportunity to be part of a global event as they celebrate the many benefits of walking. In the USA, celebrate Walk to School Day on October 9, 2013, and promote safe walking and bicycling throughout the year. Visit [www.iwalktoschool.org](http://www.iwalktoschool.org) and [www.walkbiketoschool.org](http://www.walkbiketoschool.org) for more information.

**October 14-18, 2013 – NATIONAL SCHOOL LUNCH WEEK** – The National School Lunch Week (NSLW) 2013 theme is "School Lunch Across the USA." It's about celebrating the regional flavors, ingredients, and traditions from across the country. The campaign runs from July 2013 to October 2013, culminating in National School Lunch Week. Visit [www.schoolnutrition.org](http://www.schoolnutrition.org) for more information.



## State Emergency Information – Call 211

In the event of a statewide emergency such as Hurricane Sandy, district personnel and parents can call the state's emergency response line at 211 for up-to-date information. In addition to the information line, there is a Web site with current information at [www.nj211.org](http://www.nj211.org)

**October 15, 21, 25, 29, 2013 – CONTENT AND INSTRUCTIONAL LOOK-FORS IN THE COMMON CORE CLASSROOM** – Time: 9:00 am – 3:00 pm.

Location: various.

This professional development will focus on advancing a principal's understanding of how the Common Core translates into sound instructional practice in the English language arts, mathematics, and content area classrooms. Special focus will be given to developing a principal's acquisition of instructional leadership skills in the area of the Common Core. For more information, visit <http://education.state.nj.us/events/month/?month=10&year=2013>.

**October 17, 2013 – LIGHTS ON AFTERSCHOOL** – Join the Afterschool Alliance along with afterschool programs throughout the country to highlight the importance of afterschool programs. Each October, one million Americans and thousands of communities nationwide celebrate Lights on Afterschool to shine a light on the afterschool programs that keep kids safe, inspire them to learn and help working families. For more information, visit <http://afterschoolalliance.org/loa.cfm>.

**October 18 or 21, 2013 – BEST PRACTICES FOR THE PRACTICAL IMPLEMENTATION OF THE ANTI-BULLYING BILL OF RIGHTS ACT (ABR)** –

Time: 8:30 am – 3:30 pm. Location: various.

This session is designed to provide participants with best practice strategies and practical information for the effective implementation of both the prevention and intervention requirements of the ABR. For more information, visit <http://education.state.nj.us/events/month/?month=10&year=2013>

**October 21-25, 2013 – SCHOOL VIOLENCE AWARENESS WEEK** – School districts, charter schools and approved private schools for students with disabilities must observe “School Violence Awareness Week” annually during the week beginning with the third Monday in October, pursuant to N.J.S.A. 18A:36-5.1 and N.J.A.C. 6A:16-5.2. To help with local planning for “School Violence Awareness Week,” guidance is available at <http://www.nj.gov/education/students/safety/behavior/violence.shtml>.

**October 31, 2013 – TEACHER LEADERSHIP OPPORTUNITY – THE HSG NATIONAL TEACHER FELLOWSHIP** – Hope Street Group is seeking applicants for their 2014 class of National Teacher Fellows. The National Teacher Fellows are current classroom teachers and instructional coaches who are leaders among their peers and who want to share their expertise and ideas in helping shape national policy. They will participate in meaningful online and in-person dialogue with other outstanding educators from across the country to learn about other state reform efforts and advocate for education policy changes, focusing on educator effectiveness. Applications will be accepted until October 31, 2013. Click here for more information and instructions on how to apply <http://hopestreetgroup.org/our-work/education/teacher-fellowship>. For questions about the program or the application, please contact Wendy Uptain at [fellowship@hopestreetgroup.org](mailto:fellowship@hopestreetgroup.org)

## November 2013

**November 11-15, 2013 – NATIONAL YOUNG READERS WEEK** – Schools across the country celebrate reading by participating in National Young Readers Week from November 11-15, 2013. This is an annual event that was co-founded in 1989 by Pizza Hut® and the Center for the Book in the Library of Congress. Visit [www.bookitprogram.com](http://www.bookitprogram.com) for more information.

**November 14, 2013 – BEST PRACTICES FOR THE PRACTICAL IMPLEMENTATION OF THE ANTI-BULLYING BILL OF RIGHTS ACT (ABR)** – Time: 8:30 am – 3:30 pm. Location: Hamilton Township Public Library, Justice Samuel A. Alito, Jr. Way, Hamilton, NJ 08619.

This session is designed to provide participants with best practice strategies and practical information for the effective implementation of both the prevention and intervention requirements of the ABR. To register, visit <http://education.state.nj.us/events/details.php?recid=20078>

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